September 2015
Third Year Report of the
Stark County
Olweus Bullying
Prevention Program

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Olweus Bullying
Prevention Program is
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The Context for Reporting the Olweus Program

Olweus (pronounced Ol-VEY-us) Bullying Prevention Program (OBPP) is an extensively researched and widely implemented program that involves the whole community (students, staff, parents, and community stakeholders). The program is compatible with other school initiatives, built provides a consistent and structured approach that can also stand on its own with standardized principles and rules with clear manuals and training support.

This comprehensive approach creates a culture shift. However, it does require all stakeholders to buy into the program and construct shared values, goals, and practices around the issues of bullying.

Bullying impacts students in all grade levels and can be damaging to both the victims and the perpetrators. Stark County Educational Services (SCESC) and the Stark County parochial schools explored programs to address bullying in the schools. They made a proposal to the Sisters of Charity Foundation of Canton in August of 2011 to fund the implementation of OBPP.

Focus of the Report – This report will focus primarily on implementation, but will include some process and outcomes data as well.

Student Bullying Questionnaires: Schools participating in the Olweus program administer a baseline Olweus Bullying Questionnaire (OBQ) and annual follow-up OBQ administrations. The OBQ measures changes in bullying behavior for sites over time. Aggregate school data provide a county baseline, subject to the limitations in survey data. Second year results were reported by Rochford & Lemke (2015). This report will concentrate on third year results with some limited year over year comparisons. As not all schools have consistently completed the OBQ annually, year over year comparisons are very preliminary.

Teacher Surveys: Beginning in the 2013-2014 school year, teachers in participating schools were asked to complete an annual Olweus Implementation Survey to track changes in student/staff relationships and teachers perceptions of fidelity.

Fidelity to the Model: Fidelity to the model is further examined through an annual implementation checklist filled out by site coordinators or principals at each participating school.

Interviews: In the early spring of 2015, interviews of teachers, administrators, and students were conducted at St. Mary’s Elementary School and Louisville Elementary School.
## The Olweus Schools

<table>
<thead>
<tr>
<th>District</th>
<th>School Name</th>
<th>Grades</th>
<th>Implementation Year</th>
</tr>
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<tbody>
<tr>
<td>Brown Local</td>
<td>Malvern Middle</td>
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<tr>
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<td>Canton South High</td>
<td>9-12</td>
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<td>Faircrest Memorial Middle</td>
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<td>Canton Local</td>
<td>Walker Elementary</td>
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<td>Our Lady of Peace Elementary</td>
<td>PK-5</td>
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<td>Regina Coeli St. Joseph Elementary</td>
<td>PK-5</td>
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<td>SS. Philip and James Elementary</td>
<td>PK-8</td>
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<td>PK-8</td>
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<td>St. Joan of Arc Elementary</td>
<td>PK-8</td>
<td>3</td>
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<td>PK-5</td>
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<td>St. Mary Elementary</td>
<td>PK-8</td>
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<td>Fairless Middle</td>
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<td>3</td>
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<tr>
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<td>K-5</td>
<td>2</td>
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<td>North Nimishillen Elementary</td>
<td>PK-2</td>
<td>2</td>
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<tr>
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<td>Pfeiffer Intermediate</td>
<td>5-6</td>
<td>2</td>
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<td>6-8</td>
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</table>
Significant Achievements from Year Three

• Increased participation with 40 (39 active) schools having implemented or beginning to implement OBPP (St. Joseph Elementary closed in 2014, 23 schools are completing year three, 5 schools are completing year two, and 11 new schools are beginning implementation, and 1 school having closed)

• Completed seven of the eleven recommendations for year two
  — Completed and distributed the Stark County class meeting manual
  — Promoted broader use of existing OBPP strategies for parent and community engagement
  — Designed interview protocols for 2014-15 that focused on outcomes/results of OBPP implementation at the individual school site level
  — Designed and installed a Stark County OBPP banner at each school site
  — Continued to promote publication of success stories to encourage a higher rate of new schools joining movement
  — Designed and produced a brochure
  — Used the OBPP art contest to promote higher student and community interest in, as well as activity toward bullying prevention

• Established new partnerships and relationships
  — New partnership with Stark County District Library
  — New training team in Canton City School District
  — Engaged Ed Lenzy from Stark County Juvenile Court in discussion around bullying and court staff partnerships

• Expanded and deepened training
  — Hosted three day training for part one of Olweus Trainer Certification Course
  — Arranged national training for part two of the Olweus Trainer Certification Course
  — Trained 20 new trainers from Canton City School District, Sandy Valley Local School District, the Diocese of Youngstown, and Alliance City School District.
  — Designed innovative community workshops: Provided an innovative training workshop for 49 Stark County Department of Job and Family Services employees and scheduled a community workshop for Lifecare Wellness for August, 2015

• Initiated increased community outreach
  — Continued participation in Arts in Stark SmArt Splash showcasing student art submissions and providing community art outlet with anti-bullying theme for children at event
  — Partnered with the Stark County District Library on weaving One Book selection into contest guidelines and outreach events generating 252 submissions with six grand prizewinners with their art posted on billboards and printed on permanent banner to hang in each of their communities.
  — Trainer committee shared best practices employed by individual school districts with one another and discussed ways to build and deepen community outreach
Year 3 Conclusions

At the end of year two, the OBPP is in 39 schools. While the use of Olweus Bullying Questionnaire (OBQ) continues to grow, year to year comparisons are still limited due to schools being at different stages of implementation (starting, first, second or third year) and wide variation in distribution, particularly to junior and senior classes. Checklists, filled out by administrators or project coordinators, or in the teacher surveys indicate that enthusiasm for the program is strong. Ninety-three percent of teachers are committed to implementing OBPP at their schools. Both the checklists and teacher surveys continue to indicate that the Olweus model continues to be implemented in Stark County with a high degree of fidelity.

Interviews with students, teachers, and administrators indicate that OBPP has been fundamental to a cultural shift in the schools implementing the program and is beginning to have an impact on the larger community. In addition, year three brought not only increased participation, but also completion of the majority of the recommendations from year two, establishment of new partnerships, and an expansion and deepening of the training.

Recommendations for year four include:
• Increase support for parent and community outreach
• Operationalize Olweus website and promote its usage
• Continue shift in language from anti-bullying to "being kind"/"being an Upstander" – someone who recognizes when something is wrong and acts to make it right
• Emphasize and provide support for weekly classroom meetings
• Explore barriers to the use of consequences rubrics
• Provide assistance with Bullying Prevention Coordinating Committee (BPCC) member rotation
• Design and offer a re-calibration event and follow-up for participating schools

Olweus (Student) Bullying Questionnaires (OBQ)

For the 2014-2015 school year, 7,280 students completed the Olweus Bullying Questionnaire (OBQ), up from 6,041 last year, and 4,665 students in the first year of implementation. The OBQ is best interpreted at the individual school district level. However, some county-wide results provide an insight into the “overall” picture of bullying in Stark County.

The percentage of girls reporting that they have been bullied “2-3 times per month” or more as well as the percentage of bullied girls and boys who have told someone about the bullying have remained steady from 2013-2014 to 2014-2015 OBQ data.

Additional questions asked in the OBQ allow us to examine county-wide attitudes around parental involvement and empathy. (Note: Charts in this section follow the OBQ numbering system).

**Parental Involvement** – Parent (or guardian) involvement is assessed in two ways in the OBQ. When asked who they turn to when bullied, “told parent/guardian” is one option.

A higher percentage of girls and boys noted telling a “brother, sister, or friend” than noted telling a “parent/guardian.”
In girls alone 66% told a “brother, sister, or friend” and 57% noted telling a “parent/guardian.” Although, a higher percentage noted talking to siblings or friends, over half of the students who reported being bullied, reached out to parents.

When asked another way, more than a third of students are receiving feedback from adults in their households about bullying.
Graph 17. Contact with school from an adult at home. Percentage of bullied students (according to Table 3a) who reported that an adult at home contacted the school “once” or more often in the past couple of months to stop their being bullied at school.

Graph 19. Interventions from adults at home. Percentage of bullying students (according to Table 5a) who respond that any adult at home has talked with them “once” or more in the past couple of months about their bullying other students at school (Q38).
Empathy – Across the county, the majority (88%) of students noted empathy for victims of bullying with most (64%) agreeing that they would “try to help the bullied student.” The percentage of those stating empathy is lower in boys in grades 9 to 12 (62%), as is the percentage of boys in grades 9 to 12 (39%) who would try to help. Both of these statistics are below the national average (baseline before OBPP is implemented).

Graph 13. Empathy with victims. Percentage of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?

Graph 20. Reactions from the peer group (The Bullying Circle). Percentage of students who respond that they “try to help the bullied student” (Q37), if they see or learn that a student their age is being bullied.
In addition, almost a third (27%) of boys in grades 9 to 12 responded “yes” or “yes, maybe” to “Do you think you could join in bullying a student whom you do not like?” This is also above the national average (baseline for before OBPP is implemented) and may be a good area to examine more closely at both the consortium and district levels.

**Graph 12. Percentage of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?**

See Appendix for the complete set of graphs.

**Teacher Surveys**

For the 2013-2014 school year, the Stark County Olweus Consortium (including trainers and site coordinators) designed a teacher survey questionnaire that has been administered each year to teachers in all of the schools near the end of the academic year. This year, two items were added to measure perceptions of the need for additional training.

The ten question survey assesses teacher perceptions of personal commitment to the program, administrative support, relationships, fidelity to a few program components, and training needs. Responses were lower this year than 2014-2015 (n=150) as many teachers were juggling an increased emphasis on new testing in the districts. Responses from 2014-2015 were compared to the responses from 2013-2014 and 2012-2013 (See Appendix B)
Findings –

• Commitment
  – The majority of teachers are committed to implementing the Olweus Bullying Prevention Program at their school (93% strongly agree or agree).

• Relationships
  – The majority (84%) strongly agreed or agreed that they have developed a more positive relationship with their students and 85% have observed more positive relationships among their students since Olweus implementation.
  – Three fourths of the teachers observed more positive relationships between staff and students (75% strongly agreed or agreed).

• Reported Fidelity
  – All of the teachers surveyed (100%) strongly agree or agree that they intervene when they see bullying behavior.
  – Only slightly more than half of the teachers reported conducting classroom meetings on a weekly basis (54% strongly agree or agree) with 21% noting the need for more training in conducting classroom meetings.
  – A little over half of the teachers use the consequence rubric consistently (58% strongly agree or agree) with almost half (48%) noting the need for more training on the use of the consequence rubric.

• Support and Training
  – The majority of teachers feel they are getting the support they need from their administration to implement the Olweus program (84% strongly agree or agree), although 16% did not feel they were getting the support they needed.
  – One third of the teachers reported needing more resources and support from their Olweus team
  – Over 80% of the teachers noted needing more Olweus training in parent and community involvement.

Implementation and Fidelity to the Model

One school submitted the OBPP School-wide Implementation Checklist for year one implementation having completed a full-day OBPP training and reviewed all of the OBPP materials. Other items on the checklist did not yet apply to this school.

Twenty six schools submitted the OBPP Continued Program Implementation Checklist. This year was a challenging year due to calamity days and testing for many school districts. Checklists were not collected from schools who were trained in the spring.
Findings –

<table>
<thead>
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<th>OBPP Implementation Checklist Subscales</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
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</thead>
<tbody>
<tr>
<td>General</td>
<td>63.4%</td>
<td>19.5%</td>
<td>17.1%</td>
</tr>
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<td>Bullying Prevention Coordinating Committee (BPCC)</td>
<td>27%</td>
<td>30.1%</td>
<td>42.9%</td>
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<td>Staff Training</td>
<td>25.8%</td>
<td>51.6%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Olweus Bullying Questionnaire</td>
<td>87.5%</td>
<td>12.5%</td>
<td>0%</td>
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<td>Schoolwide Events</td>
<td>29.8%</td>
<td>33.3%</td>
<td>36.8%</td>
</tr>
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<td>Classroom-Level Activities</td>
<td>47.4%</td>
<td>26.3%</td>
<td>26.3%</td>
</tr>
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<td>School Rules and Individual Interventions</td>
<td>63.2%</td>
<td>30.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Celebrating and Enhancing Your Program</td>
<td>31.6%</td>
<td>55.3%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>

• Schools are continuing to implement the OBPP with a high degree of fidelity. Across the 27-item checklist, 48% of the responses indicated task completion, 33% were making good progress across the tasks, and only 19% of the tasks were rated as “progress needed.”

• Most schools either “Completed” or were “Making Good Progress” toward the subscales.

• All of the schools completing the checklist continue to administer the OBQ annually.

• The majority (70% to 85%) are completing the following tasks:
  – Posting the four anti-bullying rules in all classrooms and throughout the school building
  – Investigating all incidents of bullying that are reported or suspected of happening
  – Continuing to review their Olweus Bullying Questionnaire data to assess "hot spots" or issues and addressing them as they come up
  – All staff members are still reporting (where appropriate) all incidents of bullying that they observe or suspect to appropriate school administrators/staff
  – Have the continued commitment and active support of district and school leadership

• Most (55% to 63%) schools are completing the following tasks:
  – All staff members are continuing to intervene on the spot (where appropriate) every time they observe bullying inside or outside of the classroom
  – Teachers have continued to incorporate anti-bullying themes into their regular curriculum
  – School staff giving positive consequences for students who do not follow rule 1 and bully other students are consistent
  – Are periodically consulting with their certified Olweus trainer
  – All school staff are still consistently giving positive consequences for students who follow rules 2-4 and who help to stop or prevent bullying
• The majority (67% to 89%) of schools are either “completing” or “making good progress toward” the following tasks:
  – The four anti-bullying rules and consequences against bullying thoroughly explained and discussed with all new students and their parents, and reviewed with returning students and parents
  – Staff are continuing to conduct follow-up meetings with involved students and/or parents (where appropriate)
  – New members of the BPCC receive training and copies of the School wide Guide and Teacher Guide
  – Holding a student kick-off event at the beginning of each school year
  – Teachers are still using role-plays and related follow-up discussions periodically to review bullying concepts
  – Still looking for ways to enhance your program
  – BPCC are continuing to meet on a monthly basis
  – Training and mentoring new staff
  – Continuing to celebrate your successes and promote your accomplishments in the local media
  – Required that all new staff read their guides (and that all returning staff review them)
  – Holding school wide parent meetings
  – Offering booster trainings for all of your staff, perhaps at the beginning of each school year

• Finally, most schools are rate themselves as “progress needed” on the following tasks:
  – Teachers are still holding classroom-level parent meetings at least two to three times a year
  – Rotating membership on your BPCC and assigning a new person to be your on-site OBPP coordinator (optional) every two years

See Appendix C for complete results

Interviews

Interviews with students, teachers, and administrators were collected in March of 2015 at one public and one parochial school.

Interviews with Students

*Weekly Class Meetings Impact Class Cohesion* – Students interviewed at both the public and the parochial schools noted a dramatic decrease in bullying in their school with the implementation of Olweus. A key issue for some of the students was the practice of students being excluded from playing with certain groups. That exclusion has reportedly diminished, with most, if not all, students either playing together or getting along. The students felt that the weekly class meetings were a key part of that. They thought constructing class rules together as a class was fun. Kindergarteners were quick to show off their understanding of the rules as well as mention ways they are nice to one another.
School Cultural Shift – Fourth graders saw one of the topics “Step into somebody else’s shoes” as central to a shift in the class. “People could see what they were feeling and that they were not alone.” One sixth grader at the parochial school mentioned students felt that the Olweus program helped them to “all get along” despite not being the closest friends, “we help each other out and are nice to one another.” She felt that “sharing their emotions, when something is wrong, or something they really liked”, helped them to better understand one another and feel understood. The coupling of Olweus with cross-grade “family house” – where older students work with the younger students – is important to reminding the older students how to be kind as the younger students are “a better example to me than I am to them.”

The students interviewed frequently mentioned language around kindness, getting along, inclusion of all kids, etc. and therefore were very open to shifting from a purely anti-bullying message to one of kindness. One student noted that “bullying is repeated acts of being mean to one another. Being kind is repeated acts of being nice to one another. I would rather be kind than simply not bully.”

Importance of Implementing Olweus – The students felt that it was particularly important for other schools to implement Olweus as someone may be bullied, “but if they have an Upstander program, they are more likely to tell someone and not be so afraid.” One of the students was recently bullied and her friends stood up to say something. She feels that they gained the confidence to do so through the program. Another student mentioned that the Upstander t-shirts help them to all feel like they are “all with each other and together.”

Teachers, Administrators, and Staff – One of the key struggles has been in parent education around the definition of bullying. Each school district interviewed has worked on various community and parent outreach methods, but found that it is still an area for growth.

The public school whose staff interviewed is actively working to involve the community with sponsored Upstander t-shirts worn not just by the students and school staff, but by community members on meeting days too. The community is further involved through community parades, invitations to the annual kick-off events, and through the distribution of posters to local businesses. The community has embraced an Upstander culture. This sense of solidarity was noted by the students as adding to a shift toward all kids getting along and playing together which moves beyond anti-bullying to acts of kindness.

The parochial school noted early work on involving parents was helpful, but limited. They are seeking to work more closely with the parish and the parents on deepening the implementation of the Olweus program.
Parent & Community Stakeholder Outreach

Both public and parochial school districts have made a concerted effort to reach out more fully to parents and the community with an average reported attendance at events of around 100 participants.

Parent Oriented Outreach –

- Newsletters with articles tailored to parents questions and concerns around bullying
- Wrist bands to remind parents of class meeting days
- Parent academies
- Special attention to Olweus paid at parent/teacher conferences
- Conversations with parents at other events such as math and literacy nights, Fame Father Walk, and Open Houses

Districts report an increase in parent volunteers as a result of their outreach. As noted in the teacher surveys and the staff and administration interviews, schools are seeking more guidance on providing deeper opportunities to connect with parents.

Community events –

- Use of t-shirts to create a sense of shared community and mission
  - District t-shirts worn by students, staff, and community partners on the day of Olweus Class Meetings
  - Annual community parade with Olweus banners and t-shirts
  - Kids get free entrance to high school football games when wearing t-shirts
  - Upstander section for t-shirt wearers at basketball game
- Community newspaper articles (three times per year)
- Cultural fair booth at the high school
- Women’s Club speaker
- Adult group training on Olweus including asking them to remember a time they were bullied

The results for the few districts who reported their community outreach have been tremendous. There is a sense of community ownership for the program with one fourth grade noting that seeing everyone wear their Upstander t-shirts made him feel that we are “all with each other and together.”

The adult group receiving some Olweus training felt their stories keenly even after 10 to 20 years and were very appreciative to be reminded of the importance of creating a safe, kind environment.
Recommendations

**Increase support for parent and community outreach** – Across multiple data collection methods, the need for more support emerged for schools and *Stark Speaks Up for Kindness* to provide outreach to parents and the community. Over the course of the next year, *Stark Speaks Up* should explore multiple avenues building on the strong foundation of community outreach demonstrated in the first three years, and provide more support for school districts in parent and community outreach efforts.

**Operationalize Olweus website and promote its usage** – While an initial rudimentary website was designed in 2015, the early adopters of Olweus seek more frequent communications. Completion and activation of the Olweus website should assist implementers.

**Continue shift in language from anti-bullying to “being kind”/”being an Upstander”** – *Stark Speaks Up for Kindness* has made some tremendous strides in shifting from a purely anti-bullying message to a constructive message calling for students and communities to be “Upstanders.” The students are ready to make this shift as evidenced in the interviews conducted in the spring of 2015. This year, the consortium should build on this foundation.

**Emphasize and provide support for weekly classroom meetings** – With all that competes for classroom time, it is difficult for teachers to feel that they can commit to the weekly classroom meetings. However, these meetings are at the core of OBPP success in reducing bullying and increasing kindness in the school environment. Students cited the weekly meetings as key to the transformations they see in their school culture. This year, barriers to weekly classroom meetings should be identified and addressed. This builds on last year’s work by providing more resources for classroom meeting implementation.

**Explore barriers to the use of consequences rubrics** – The use of consequences rubrics is consistently lower than would be expected. This year, an exploration of barriers to their use should be conducted with key recommendations for support to be disseminated to the partner schools.

**Provide assistance with BPCC member rotation** – BPCC member rotation is another area of fidelity that is consistently lower than expected in terms of implementation. This year, an exploration of barriers should be conducted with key recommendations for support to be disseminated to the partner schools.

**Design and offer recalibration event and follow-up for participating schools** – As OBPP implementation enters the fourth year in Stark County, a refresh and recalibration is recommended to ensure that schools are receiving the support necessary for high fidelity to the model.
Appendix A: Olweus Bullying Questionnaire (OBQ) Results

Graph 1a. Number of girls and boys responding by grade

Graph 1b. Number of surveys completed by gender

<table>
<thead>
<tr>
<th>Grade</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>561</td>
<td>610</td>
<td>1171</td>
</tr>
<tr>
<td>4th</td>
<td>597</td>
<td>610</td>
<td>1207</td>
</tr>
<tr>
<td>5th</td>
<td>636</td>
<td>610</td>
<td>1246</td>
</tr>
<tr>
<td>6th</td>
<td>610</td>
<td>597</td>
<td>1207</td>
</tr>
<tr>
<td>7th</td>
<td>477</td>
<td>449</td>
<td>926</td>
</tr>
<tr>
<td>8th</td>
<td>59</td>
<td>51</td>
<td>110</td>
</tr>
<tr>
<td>9th</td>
<td>51</td>
<td>56</td>
<td>107</td>
</tr>
<tr>
<td>10th</td>
<td>58</td>
<td>56</td>
<td>114</td>
</tr>
<tr>
<td>11th</td>
<td>39</td>
<td>45</td>
<td>84</td>
</tr>
<tr>
<td>12th</td>
<td>23</td>
<td>32</td>
<td>55</td>
</tr>
</tbody>
</table>

Total: 7,280
Graph 1c. Ethnicity (more than one response per student possible)

Graph 3a. Percentage of girls who have been bullied "2-3 times a month" or more (Q4 dichotomized)
Graph 3b. Percentage of boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)

Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)
Graph 5a. Percentage of girls who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)

Graph 5b. Percentage of boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)
Graph 5c. Percentage of girls and boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)

Graph 6a. Percentage of girls involved in bullying
Graph 6b. Percentage of girls involved in bullying

Graph 6c. Percentage of boys involved in bullying
Graph 6d. Percentage of boys involved in bullying

Graph 6e. Percentage of girls and boys involved in bullying
Graph 6f. Percentage of girls and boys involved in bullying

Graph 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4)
Graph 8. The ways that bullied students (defined as being bullied 2-3 times or more (Q4)) are being bullied by others (Q5 to Q13). Percentages represent girls bullied by girls, girls bullied by boys, and boys bullied by boys.
Graph 10a. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places.

Graph 10b. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places.
Graph 11a. Percentage of bullied girls (according to Table 3b) who have told/not told anybody about the bullying

- 45% told teacher or another adult at school
- 57% told parent/guardian
- 66% told brother, sister, or friend
- 23% told nobody

Graph 11b. Percentage of bullied boys (according to Table 3b) who have told/not told anybody about the bullying

- 38% told teacher or another adult at school
- 50% told parent/guardian
- 50% told brother, sister, or friend
- 26% told nobody
Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying

Graph 12. Percentage of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?
Graph 13. Empathy with victims. Percentage of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?

![Graph showing percentages of students' empathy levels by grade and gender]

Graph 14: Feeling afraid of being bullied. Percentage of students who responded "sometimes," "fairly often," "often," or "very often" to Q38: How often are you afraid of being bullied by other students in your school?

![Graph showing percentages of students' fear levels by grade and gender]
Graph 15. Interventions by teachers or other adults at school. Percentage of students who responded “often” or “almost always” to Q20: How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

Graph 16. Interventions by other students. Percentage of students who responded "often" or "almost always" to Q21: How often do other students try to put a stop to it when a student is being bullied at school?
Graph 17. Contact with school from an adult at home. Percentage of bullied students (according to Table 3a) who reported that an adult at home contacted the school “once” or more often in the past couple of months to stop their being bullied at school.

Graph 18. Interventions from teacher(s). Percentage of bullying students (according to Table 5a) who responded that their teacher or another teacher has talked with them “once” or more in the past couple of months about their bullying others (Q34).
Graph 19. Interventions from adults at home. Percentage of bullying students (according to Table 5a) who respond that any adult at home has talked with them “once” or more in the past couple of months about their bullying other students at school (Q38).

Graph 20. Reactions from the peer group (The Bullying Circle). Percentage of students who respond that they “try to help the bullied student” (Q37), if they see or learn that a student their age is being bullied.
Graph 21. Reactions from peer group (The Bullying Circle). Percentage of students who responded that “I just watch what goes on” to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

Graph 22. The class (home room) teacher's effort to stop bullying. Percentage of students who responded, “little or nothing” or “fairly little” to whether their teacher has done something in the past couple of months to cut down on classroom bullying.
Graph 23. Social Isolation. Percentage of students who responded "none" or "one good friend" to Q3: How many good friends do you have in your class(es)?

Graph 24. Dislikes school. Percentage of students who responded "dislike very much" or "dislike" to Q1: How do you like school?
Appendix B: Teacher Survey Results

I am committed to implementing the Olweus Bullying Prevention Program at my school

I am getting the support I need from my administration to implement the Olweus Program
I have developed a more positive relationship with my students since Olweus implementation

I have observed more positive relationships among my students since Olweus implementation

I have observed more positive relationships between staff and students since Olweus implementation
I conduct classroom meetings on a weekly basis.

I need more resources and support from my Olweus team

I intervene when I see bullying behavior
I use the consequence rubric consistently

We need more Olweus training in regards to: (Check all that apply)
### Appendix C: Implementation and Fidelity to Model

<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you have the continued commitment and active support of district and school leadership?</td>
<td>71%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Are you periodically consulting with your certified Olweus trainer?</td>
<td>55%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Bullying Prevention Coordinating Committee (BPCC)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Is your BPCC continuing to meet on a monthly basis?</td>
<td>29%</td>
<td>38%</td>
<td>33%</td>
</tr>
<tr>
<td>4</td>
<td>Are you rotating membership on your BPCC and assigning a new person to be your on-site OBPP coordinator (optional) every two years?</td>
<td>10%</td>
<td>29%</td>
<td>62%</td>
</tr>
<tr>
<td>5</td>
<td>Do new members of the BPCC receive training and copies of the School wide Guide and Teacher Guide?</td>
<td>43%</td>
<td>24%</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Staff Training**

<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Are you offering booster trainings for all of your staff, perhaps at the beginning of each school year?</td>
<td>24%</td>
<td>52%</td>
<td>24%</td>
</tr>
<tr>
<td>7</td>
<td>Are you training and mentoring new staff?</td>
<td>29%</td>
<td>52%</td>
<td>19%</td>
</tr>
<tr>
<td>8</td>
<td>Have you required that all new staff read their guides (and that all returning staff review them)?</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Olweus Bullying Questionnaire**

<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Are you continuing to administer the Olweus Bullying Questionnaire on an annual basis?</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>Are you continuing to review your Olweus Bullying Questionnaire data to assess &quot;hot spots&quot; or issues and are you addressing them as they come up?</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**School wide Events**

<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Do you hold a student kick-off event at the beginning of each school year?</td>
<td>40%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>12</td>
<td>Are you holding school wide parent meetings</td>
<td>25%</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>13</td>
<td>Are all staff still participating regularly (five times per year) in staff discussion groups?</td>
<td>24%</td>
<td>35%</td>
<td>41%</td>
</tr>
</tbody>
</table>

**Classroom-Level Activities**

<table>
<thead>
<tr>
<th>Item</th>
<th>Task</th>
<th>Completed</th>
<th>Making Good Progress</th>
<th>Progress Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Are teachers still holding class meetings at least once a week?</td>
<td>47%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>15</td>
<td>Are teachers still using role-plays and related follow-up discussions periodically to review bullying concepts?</td>
<td>37%</td>
<td>42%</td>
<td>21%</td>
</tr>
<tr>
<td>16</td>
<td>Are teachers still holding classroom-level parent meetings at least two to three times a year?</td>
<td>11%</td>
<td>21%</td>
<td>68%</td>
</tr>
<tr>
<td>17</td>
<td>Have teachers continued to incorporate anti-bullying themes into their regular curriculum?</td>
<td>58%</td>
<td>37%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>84%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>18</td>
<td>Are the four anti-bullying rules still posted in all classrooms and throughout the school building?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Are the four anti-bullying rules and consequences against bullying thoroughly explained and discussed with all new students and their parents, and reviewed with returning students and parents?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Are school staff consistently giving positive consequences for students who do not follow rule 1 and bully other students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Are all school staff still consistently giving positive consequences for students who follow rules 2-4 and who help to stop or prevent bullying?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Are all staff members continuing to intervene on the spot (where appropriate) every time they observe bullying inside or outside of the classroom?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Are all staff members still investigating all incidents of bullying that are reported to them or that they suspect are happening?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Are all staff members still reporting (where appropriate) all incidents of bullying that they observe or suspects to appropriate school administrators/staff?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Are staff continuing to conduct follow-up meetings with involved students and/or parents (where appropriate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Are you continuing to celebrate your successes and promote your accomplishments in the local media?</td>
<td>26%</td>
<td>53%</td>
<td>21%</td>
</tr>
<tr>
<td>27</td>
<td>Are you still looking for ways to enhance your program?</td>
<td>37%</td>
<td>58%</td>
<td>5%</td>
</tr>
</tbody>
</table>